



Year 10

INFORMATION HANDBOOK - 2017

Before you read further, remember the following:

ATAR	Australian Tertiary Admission Ranking
OLNA	Online Literacy and Numeracy Assessment
SCSA	The School Curriculum and Standards Authority
the Authority	The School Curriculum and Standards Authority
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

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SENIOR SECONDARY SCHOOLING

This handbook contains information for students currently enrolled in Year 10. It is designed to provide a reference point for studies in Year 11 and Year 12 and, in particular, for the WACE (Western Australian Certificate of Education).

WASSA – Western Australian Statement of Student Achievement

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- Achievement of WACE requirements
- Achievement of the literacy (reading and writing) standard
- Achievement of the numeracy standard
- Achievement of any exhibitions and awards
- School grades, school marks and combined scores in ATAR courses
- School grades and school marks in General and Foundation courses
- Completed Preliminary units
- Completed VET industry specific courses
- Successfully completed VET qualifications and VET units of competency
- Completed endorsed programs
- Number of community service hours undertaken (if reported by the school)

WACE – Western Australian Certificate of Education

The WACE is awarded by the School Curriculum and Standards Authority (the Authority) when ***students successfully meet the requirements of the WACE.***

WACE achievement requirements:

To meet the WACE achievement requirements you must:

- Demonstrate a **minimum standard of literacy** and a **minimum standard of numeracy**
- Complete a **minimum of 20 units, or equivalents** as described later in the handbook
- Complete **at least 4 Year 12 ATAR courses*** or complete a **Certificate II**** (or higher***) **VET qualification**

* In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved/misadventure application for not sitting the examination in that course. **Students who do not sit the ATAR course examination will not have a course grade or mark recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.**

**In the context of VET in the WACE, the term complete requires that a student has been deemed competent in all units of competency that make up a full qualification.

***the partial completion of a Certificate III or higher VET qualification may meet this requirement according to the predetermined criteria (see the WACE manual)

Understanding the WACE

Listed below are some terms needed to understand the process.

WACE: Western Australian Certificate of Education:

The credential given to students who have completed senior secondary education (Year 11 and Year 12).

ATAR: Australian Tertiary Admissions Rank:

This is a rank (*not a percentage*) that is generated based on a student's position relative to other students, based on the marks in their best FOUR ATAR subjects. You MUST complete 4 ATAR subjects in Year 12 to be given an ATAR.

OLNA: The Online Literacy and Numeracy Assessment:

OLNA is a requirement of the Authority that guarantees all students who achieve the WACE have a minimum standard of Literacy and Numeracy recognised in industry.

COURSES:

A course is often known as a subject and has two units at each Year level, eg English General Year 11 is a course of two units; Unit 1 and 2, and English General Year 12; Units 3 and 4.

VET CERTIFICATES STAND ALONE:

At Hope Christian College we offer a number of nationally accredited Certificates as subjects within the normal timetable periods for students to complete. These count towards achievement of the WACE. (Need a Certificate II or above)

BREADTH AND DEPTH:

The Authority produces two lists (refer to page School Curriculum and Standards Authority Year 10 booklet pg 9), *List A* (Arts/Languages/social sciences) and *List B* (Mathematics/Science/Technology).

EST: EXTERNALLY SET TASK:

This is a compulsory task set by the Authority in all General courses that all students throughout WA must sit in Year 12 in those courses. It is used to ensure that a course delivered at Hope Christian College is at the same level as a course in another school. This task is completed under test conditions, at school, in normal class time.

ENDORSED PROGRAMS:

The Authority recognise that students participate in very worthwhile programs outside the school curriculum. In some cases these can be counted towards the requirements of achieving the WACE.

STUDY OPTIONS

Year 11 gives you the opportunity to choose courses that reflect your strengths and interests, and support your career aspirations. If you enjoy the courses you study, you are more likely to do well in them.

There are four types of WACE courses – ATAR, General, VET industry specific and Foundation courses.

Courses at Hope Christian College are delivered at either an *ATAR (Australian Tertiary Admissions Rank) level* or a *General Level*.

1. **ATAR course units** are for students who are aiming to enrol in a university course directly from school. These courses **will be examined** by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). **You must sit the final examination to complete the course.**
2. **General course units** are for students who are aiming to enter further training or the work force directly from school. These courses **will not be examined** by the Authority, however they each have an externally set task (EST) in Year 12 which is set by the Authority.

UNIVERSITY BOUND STUDENTS – If you are considering entering University using an ATAR you will need to study at least 4 ATAR subjects in Year 11 and 4 ATAR subjects in Year 12. You can study more, however, if you study less than 4 ATAR subjects, you will not be awarded an ATAR but can graduate and receive the Western Australian Certificate (WACE), and still be university bound if you study a Certificate IV.

TRAINING AND WORKPLACE BOUND – IF YOU ARE NOT CONSIDERING ENTERING University immediately upon completion of Year 12, or considering an alternative pathway to university, or considering Training Institutions or work, post school, you can achieve the WACE by studying 3 or less ATAR subjects in combination with general subjects and a Certificate II or higher.

Achieving the WACE

Students will be required to:

- Demonstrate a **minimum standard of literacy and numeracy** , and
- Complete **4 or more Year 12 ATAR courses OR a Certificate II or higher and the required General Courses.**

<p>Breadth and depth requirement</p>	<ul style="list-style-type: none"> • Complete a minimum of 20 course units or the equivalent. • Minimum of 10 Year 12 units or the equivalent. • 2 Completed Year 11 English units. • One pair of completed Year 12 English units. • One pair of Year 12 course units from each of list A and List B. • Students may only use up to 8 units of VET and endorsed programs as equivalents.
<p>Achievement standard requirement</p>	<ul style="list-style-type: none"> • At least 6 C grades in Year 12 units. • At least 14 C grades in year 11 and Year 12 units. • These C Grades can be reduced by completing the required VET/endorsed programs
<p>Literacy & numeracy</p>	<ul style="list-style-type: none"> • Achieve band 8 or above in Year 9 NAPLAN – Reading, Writing and Numeracy OR • Successfully meeting the standard in the Online Literacy and Numeracy Assessment (OLNA) conducted bi-annually in Years 10, 11 and 12
<p>External Assessment</p>	<ul style="list-style-type: none"> • All ATAR subjects have external examinations in Year 12. • All General subjects have a moderated assessment task (EST) to be done under test conditions at school in Year 12, Semester 1.

Subjects to be offered at Hope Christian College in 2018

List A (Arts/Languages/social Science)		List B (Mathematics/science/Technology)	
ENG	English – General/ATAR	ACF	Accounting & Finance - ATAR
BME	Business Management & Enterprise - General	ISC	Integrated Science - General
HIM	Modern History – ATAR	HBY	Human Biology - ATAR
		MAA	Mathematics Applications - ATAR
		MAE	Mathematics Essentials - General
		MAM	Mathematics Methods - ATAR
		PES	Physical Education Studies - General
		PHY	Physics - ATAR

MAKING CHOICES – The Next Step

It is essential that when you undertake your Senior Secondary studies you select a program that provides you with:

- A reasonable likelihood of success;
- Clearly defined opportunities to enter employment, training or further education (University, Training College etc) in your preferred career field.

Note:

While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the student’s responsibility, in consultation with parents, to ensure that the entry requirements for Training institutions and University courses are met.

Before selecting courses of study for next year, students, in association with their parents should:

1. Seek advice from their teachers and seriously consider their recommendations.
2. Be fully aware of the entry requirements for University or Training institutions.
3. Check the Tertiary Information Service Centre (TISC) Summary of Undergraduate Admission requirements to identify prerequisites for certain courses at Universities.
4. Study Australian Tertiary Admission rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
5. Carefully consider the degree of personal satisfaction and enjoyment you obtain from the various subjects. You are more likely to have success in subjects you enjoy.
6. Be realistically aware of your capabilities since the study of a subject beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

For most students there is no short cut to career choices. They must spend time and effort in assessing their own abilities, interests and values, seeking accurate up-to-date information, examining alternatives and talking with others.

Study Requirement and Study Skills for the Senior Years

Students in Year 11 and 12 must be able to demonstrate independent learning skills from week 1 of Term 1. The program of learning in each course of study will move along quite rapidly and build upon knowledge from week to week. Students will also be receiving more homework than in previous years and the quantity of work completed in each lesson will increase. It is assumed that students will have completed their *own daily* revision of concepts and material learned in their *own time* – this is regarded as *study*.

The brain will only recall information if it has a chance to synthesise it. It also recalls information more readily if that information has been presented more than once. The aim of a good study program is to repeatedly expose the brain to the information so that recall will be quicker and more comprehensive each time. Study is not an activity reserved solely for the night before a test or a week before exams. *Effective study is on-going and regular throughout each school term.*

Selecting Subjects for Senior Secondary

Before selecting subjects for study in Year 11 or Year 12, students must note the following:

1. At Universities some courses have prerequisite subjects, whilst for other courses certain subjects are strongly recommended. Students should be aware of these requirements before making their choice of Year 11 subjects. It's imperative you seek guidance from individual universities.
2. Students need to take note that certain learning areas need to be taken over a two year period. Subjects like Mathematics, Physics and Accounting & Finance cannot be studied at a Year 12 level without the student having studied the Year 11 course.
3. Despite students selecting a subject, we may not be able to offer a particular subject due to low numbers, however, arrangements for online learning may be possible.

General recommendations for selecting subjects:

Students with no university intentions:

Students should take mainly General/Certificate courses and should only take ATAR courses if they have the appropriate ability and interest in these subjects. Such students should take the equivalent of **five** courses. These students may wish to seek places in the External VET programs available for Year 11 and Year 12 students. Training college directed students are advised to study the highest mathematics they are capable of achieving according to their potential.

Students for whom University study is a realistic consideration:

Students who desire to undertake university study and who are capable academically should consider taking **five** ATAR courses in Year 11 with a view to completing **at least four ATAR courses** in Year 12

Alternative pathways to University do exist for students with 3 ATAR courses and a Certificate IV.

VET – Vocational Education & Training at schools

VET Coordinator – Mr Peter Stone/ Mr K Lewis

External Qualifications – Year 11 and Year 12

External Vet Qualifications

External VET gives all students in Year 11 and Year 12 the opportunity to achieve nationally Recognised Qualifications through a program of study external to the school that is incorporated into the school year.

The hours given to successful completion of the competencies in the industry level qualifications are assessed as subject equivalents and contribute to Secondary Graduation achievement (refer to page3/4 of SCSA Year 10 handbook). Students partaking in these qualifications will be required to attend a Registered Training Organisation (RTO) for one/two days a week. These courses contain block weeks and an element of work experience. Please note that some of these certificates require a 2-year commitment.

Courses at a minimum of Certificate II level may include:

These are some examples Hope Students have done before, but the courses available will be given to the students by the VET Coordinator in consultation with the South Regional TAFE (previously known as SWIT) and the Bunbury Trade Training centres –

Automotive
Beauty services
Childcare
Business
Construction
Health & Community Services
Sport
Plumbing and Gas fitting
Electrical

***Please note that certificate choices may be added or deleted depending on interest and availability**

Learner Profile

Students who choose External VET as an option enjoy the practical tasks and a lesser amount of theory compared to traditional school subjects, however it is imperative they ensure that they balance their academic commitments at school with their external course expectations. It is an ideal time to “test out” a career possibility while still at school. At the very least they will gain a Nationally Recognised Qualification and hopefully, cement their decision to pursue a career in an area that they are passionate about.

Internal VET Qualifications

VET in schools is when students are able to choose to complete a Nationally Recognised Qualification whilst still at school. The certificate is credited towards their WACE.

Where the certificates are integrated into a course of study they do not add to the workload of the students’ current program.

At Hope Christian College these qualifications are supervised by a VET facilitator- Mr K Lewis - linked to a Registered Training Organisation (RTO).

The following certificates are currently being offered as “on” campus subject choices. All competencies successfully completed are recorded on the Western Australian Certificate of Education (WACE).

Year 11/12	Certificate II in information, Digital media and Technology
Year 11/12	Certificate IV in Design (photography) – through Open Colleges
Year 11/12	Certificate IV in Veterinary studies – through Open Colleges

*the above courses are being done on-line by the students at school supervised by the VET Facilitator.

Further Study

Students will access further training after school through a myriad of ways. For many Year 12 students, University study is their destination immediately after the end of Year 12. Some students study at Training College and then progress onto either University study, further Training College courses or the workplace.

It is important that you follow the pathway that is right for you, based on sound advice and investigation of the various options available to you. Choosing a pathway that allows you to be successful in an area that you have a passion for is the best possible scenario.

You can seek advice from your teachers, the VET coordinator, University websites, the Training College websites, TISC and the job guide.

Entry requirements change from year to year and it is important that you check these websites continually in order to stay up to date with the correct information.

TISC	www.tisc.edu.au
UWA	www.uwa.edu.au
Curtin	www.curtin.edu.au
Murdoch	www.murdoch.edu.au
ECU	www.ecu.edu.au
NOTRE DAME	www.nd.edu.au

CURRICULUM LEADERSHIP TEAM

The following people will be able to help with enquiries regarding curriculum decisions

Principal – Mr Peter Stone

Deputy Principal: Academic Head – Mr Christopher Phillips

Deputy Principal – Mrs Julie Le Cras

Heads of Learning Areas:

Mathematics – Mrs Sue Magill

Sciences – Mr David Tan

English – Mr Chris Joubert

2018 Subjects:

Mathematics Methods

Mathematics Applications

Mathematics Essentials

English

Accounting & Finance

Business Management and Enterprise

Physics

Integrated Science

Human Biology

Physical Education Studies

History

SUBJECT INFORMATION

Mathematics

Mathematics Methods (ATAR)

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Mathematics Methods focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Applications (ATAR)

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

Mathematics Essential (GENERAL)

This course provides the opportunity for students to prepare for post-school options of employment and further training.

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

Important Notes for Mathematics

- Mathematics Bonus
From 2017 onwards, a Tertiary Entrance Aggregate Mathematics bonus will apply for students studying Mathematics Specialist and/or Mathematics Methods. Ten percent of the scaled score/s in Mathematics Methods and Mathematics Specialist will be added to the Tertiary Entrance Aggregate, from which the ATAR will be derived.
- Unacceptable Combinations for 2018 School Leavers
 - Mathematics Applications and Mathematics Methods
 - Mathematics Applications and Mathematics Specialist

Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.

Scores from Mathematics Methods and Mathematics Specialist may both be used in the ATAR calculation.

English (ATAR)

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

English (GENERAL)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Physics

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Unit 1 – Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Human Biology (ATAR)

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Integrated Science (GENERAL)

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that understandings in science derive from a need to find solutions to real problems. . This course seeks to reflect this creative element of science as inquiry. It involves students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

The topics we engage are Rocketry, Marine Biology, Ecosystems and Automotive vehicles and drivers.

Accounting & Finance (ATAR)

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast.-The use of computer systems for record keeping, and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Business Management & Enterprise (GENERAL)

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

The Business Management & Enterprise general course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Modern History (ATAR)

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Physical Education Studies (GENERAL)

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of Tennis, Netball, Basketball and Soccer.

Appendix: A – Post School Pathways

